

## Cumwhinton School Curriculum - History Y2 AUT

Y2	NC CONTENT	<p>Significant historical events, people and places in their own locality.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
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### History

Abstract themes across history   Historical Concepts   Historical Methods   Historical Perspectives

#### Mapping across the Year

	AUTUMN	SPRING	SUMMMER
Abstract themes across history	Significant historical events, people and places in their own locality. (Beatrix Potter)		The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Comparing Rosa Parks and Malala Yousfzai)
Historical concepts	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (The Gunpowder Plot)		
Historical methods		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Holidays)	
Historical Perspectives			

#### CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

History - AUTUMN - YEAR 2

HUMANITY - Diversity

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

What makes Cumbria special? What lessons did we learn from the Great Fire of London?

	NC CONTENT	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	Significant historical events, people and places in their own locality. (Beatrix Potter)	<p>Show an image of Beatrix Potter on the board. Does anybody know this person? Show another of Peter Rabbit and explain the two are connected. Does anyone know now? Explain that we are going to be learning about the history of Beatrix Potter. She is a very important person who lived in Cumbria!</p> <p>Share the history of Beatrix Potter;</p> <p>Beatrix Potter was born in London on July 28th 1866. Her mother and father were quite rich. They lived in a big house and even had servants to help them cook and clean. In 1872 when Beatrix was six, her brother Bertram was born. In fact, Bertram was the only child Beatrix had to play with. As soon as he was old enough he was sent away to boarding school, so Beatrix only got to see him in the holidays. Beatrix had no school friends, because she didn't go to school. Instead she had a governess to teach her at home. There were no other children her parents would let her play with. Beatrix was not as lonely as you might think. She kept lots of animals in her schoolroom. She had rabbits, a hedgehog, some mice and bats, and a collection of insects. She spent lots of time carefully drawing all of these. In 1882 the Potter family went on holiday to the Lake District. Beatrix loved it there and she and her brother would spend hours exploring the countryside, drawing detailed pictures of all the different plants and animals they found. Beatrix wanted to find out everything she could about the natural world. She wanted to be a scientist when she grew up. But this was over a hundred years ago. People didn't think it was proper for the daughter of a wealthy family to have a job, especially as a scientist. In 1893 Beatrix sat down to write a letter to five year old Noel Moore. He was the son of a lady who had been Beatrix's first governess. Noel had been ill in bed for a long time. Beatrix started the letter "I don't know what to write to you so I shall tell you a story about four little rabbits whose names were Flopsy, Mopsy, Cotton -Tail and Peter." When she had finished the story she drew Noel a picture of four young rabbits and their mother. So began the Tale of Peter Rabbit. In 1901 Beatrix used her own money to have the Tale of Peter Rabbit published as a book, although the illustrations were only black and white. In 1902 the first copy of The Tale of Peter Rabbit was published by the company run by Frederick Warne, after Beatrix agreed to draw her illustrations in colour instead of just black and white. In the Summer of 1905 Beatrix bought Hill Top Farm in the Lake District. At the age of 47, in 1913, Beatrix married William Heelis a local solicitor. They made Hill Top Farm their home. Beatrix Potter lived in the Lake District for the rest of her life. She died in 1943.</p> <p>Children to sequence the key dates and events of Potter's life.</p> <p>What questions would you ask Beatrix Potter to find out more about her life? Children record questions.</p> <p>Children to use what they know about Beatrix Potter to create a fact file of the author.</p>
Using (Applying & analysing)		<p>Discuss Victorian childhood when Beatrix was younger. There was a wide gap between rich and poor. Most children came from poor families, they had uncomfortable, cold often itchy clothing made from materials like tweed. Rich people could afford clothing made from cotton and silk. The diet of Victorian children was mainly vegetables and bread if poor, and not a lot. Richer families could afford meats. A lot of children didn't go to</p>

		<p>school and so grew up not being able to read or write. If you were lucky enough to go, if you weren't dressed smartly and clean you would be turned away. If you misbehaved in school you could be beaten with a stick! Most children had to work instead of school and started as young as 5 or 6 working in cotton mills, down in mines or sweeping chimneys. Many children were hurt or even died because of accidents at work. There were no health and safety laws to protect them.</p> <p>Using what they have found out about Victorian children, can the pupils determine if Beatrix Potter came from a wealthy family or a poor family? Which clues have they found that help them to decide this?</p> <p><a href="https://www.literacysshed.com/schooldays.html">https://www.literacysshed.com/schooldays.html</a> - Watch the video clip Maggie Johnson's 'School Days' diaries. Recap together on the experience of the Victorian school day. Children to write in character as a Victorian child, writing a diary about their school day. Can they include events, lessons taught and their own feelings on the day?</p>
<p>Concluding (Evaluating &amp; summarising)</p> <p>Finding Out</p> <p>Using (Applying and analysing)</p>	<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>(The Gunpowder Plot)</p>	<p>Why do you think Beatrix Potter fell in love with Cumbria? What do we have here that people enjoy? How do you think the circumstances of her childhood might make her want to live in the countryside?</p> <p><b>Autumn 2</b></p> <p><b><u>The Great Fire of London</u></b></p> <p>Begin by discussing London with the children. Where is it? Retrieval from Y1. It is the capital city of the country we live in, England. Has anyone visited London? What is it like? Show images of modern London. London a long time ago was different. Explain that we will be exploring London in the year 1666. Use the class timeline to plot this year to give a visual perspective of how long ago it was.</p> <p>In 1666, London was one of the largest cities in the world. The population was enormous, even though close to 100,000 Londoners had died from the Great Plague, a disease that haunted London.</p> <p>London was very noisy, very busy and very dirty. Buildings were made from wood, straw and a sticky substance called pitch which helped to protect the wood from rain damage. In the poorest parts of London, the buildings were so close together that neighbours could lean out of their windows and touch the building opposite. There were no cars, so horse-drawn carts filled the streets, leaving mess. As there were no sewers, waste from houses was thrown into the street also.</p> <p><u>Can children list the key factors that led to the fire becoming so great?</u></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h</a></p> <p>Watch the events of the Great Fire of London.</p> <p><b><u>How do we know what life was like in 1666? Samuel Pepys.</u></b></p> <p>Ask the children how we know about 1666? There were no cameras or phones or TV. So how do we know?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt">https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt</a> Watch the video about Samuel Pepys. His diary is one of the main reasons we know so much about London in 1666.</p> <p>Children to write a diary entry in the role of Samuel Pepys discussing the fire burning.</p> <p><a href="https://www.fireoflondon.org.uk/game/">https://www.fireoflondon.org.uk/game/</a> - Children to play the game as a whole or in groups with an adult leading. This should give a clear picture of events in order and also how we find about things that happened in the past.</p> <p>Children to plan, and then write a newspaper article from 1666 describing the fire.</p>

<p>Concluding (Evaluating &amp; summarising)</p>		<p>Children could also create 3D cardboard models of buildings and recreate Pudding Lane. This could be then used to recreate the fire (actually setting alight the models outside to see the fire spread).</p> <p><u><a href="#">Useful Book: The Great Fire of London Anniversary Edition by Wren and Rook.</a></u></p> <p><u><a href="#">Did any good come from the Great Fire of London?</a></u></p> <p>Children to offer suggestions and write an argument. (London Fire Brigade, improved conditions, better buildings) Can they design their own ideal London along a map of the Thames?</p>
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